

GLOWACKI, ET AL v. HOWELL PUBLIC SCHOOL
DISTRICT, ET AL

RONALD C. WILSON

September 10, 2012

Prepared for you by

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EXHIBIT

3

RONALD C. WILSON
September 10, 2012

Page 24

1 Q. And is there any sort of requirement that a teacher
2 has to sign that they've read all the school policies?

3 A. No, no.

4 Q. Is there ever any training specifically targeted for
5 teachers to understanding the policies and guidelines?

6 A. No.

7 Q. Has it ever been considered to have the NEOLA
8 representative come and give a presentation to
9 teachers specifically?

10 A. No.

11 Q. And why is this?

12 A. Well, if you review our Board policy, it's a fairly
13 broad and large document. We do have -- the NEOLA rep
14 comes twice a year and does a review with myself, and
15 then, you know, based on the recommendations from
16 NEOLA, we take that to the Board, you know, but
17 it's -- given the number of unfunded mandates and
18 things that we are required to do, our in-service time
19 when we would normally present these kind of things to
20 teachers is usually focusing on student-achievement
21 issues or instructional issues. The policies are
22 available. Most organizations -- my previous two
23 districts have used NEOLA and -- and -- actually, the
24 first district I was with, Mount Pleasant, also used
25 NEOLA, too, and in 25 years I can't ever recall, as a

RONALD C. WILSON
September 10, 2012

Page 27

1 couldn't say for sure.

2 MR. HENLEY: And, again, just for clarity of
3 the record, this is the administrative guideline, not
4 the policy.

5 BY MS. MERSINO:

6 Q. But you don't recall that this administrative
7 guideline, that there's been some sort of change that
8 has --

9 A. I do not, no.

10 Q. And are teachers trained and directed to follow the
11 administrative guidelines of Howell Public Schools?

12 A. The administrative guidelines are included, you know,
13 within our policies, and I do expect that teachers
14 will follow those guidelines.

15 Q. Handing you what's been marked as Exhibit 10, do you
16 recognize this?

17 A. Yes, I do.

18 Q. How do you recognize this?

19 A. It's the 2240 controversial issues portion of our
20 by-laws and policies.

21 Q. And can you describe, are teachers directed and
22 trained to follow this policy?

23 MR. HENLEY: I think that's been asked and
24 answered.

25 THE WITNESS: I don't know that we -- that

RONALD C. WILSON
September 10, 2012

Page 28

1 we provide any specific training overall on all our
2 policies and procedures. I mean, like I said, once
3 again, I'm dealing with people that are highly
4 educated and they -- they are -- are aware that we
5 have policies and procedures and guidelines and are
6 expected to follow those.

7 BY MS. MERSINO:

8 Q. In regard to the controversial issues policy, would
9 you regard homosexuality and the discussion of
10 homosexuality in the classroom to be a controversial
11 issue?

12 MR. HENLEY: Object to vagueness.

13 You can answer.

14 THE WITNESS: I'm not sure if I would or
15 not. I guess maybe -- I'm not sure.

16 BY MS. MERSINO:

17 Q. If a teacher is planning to show a video on
18 homosexuality and, specifically, homosexual teens that
19 have committed suicide, would you believe that that
20 would be controversial?

21 A. I think it lends itself to -- at least with my
22 familiarity with that day was an anti-bullying day,
23 and so bullying of any nature, whether it's because of
24 sexual preference or religion, color, you know,
25 gender, anything like that, is something that we find

RONALD C. WILSON
September 10, 2012

Page 29

1 unacceptable, and so I think that, you know,
2 necessarily showing a video about it and raising
3 awareness about that, I don't think that raises itself
4 to the level of a controversial issue.

5 Q. So then students' parents should not be contacted
6 prior to showing a video on homosexuality and teenage
7 suicide?

8 MR. HENLEY: Object to foundation and, also,
9 mischaracterizes testimony. He said that bullying is
10 bad. If we're talking about videos on homosexuality,
11 I mean, that can really cover an extremely broad
12 subject area between science and pornography. I mean,
13 if we could be a little more specific, maybe we could
14 narrow the answer a little bit.

15 BY MS. MERSINO:

16 Q. You can still answer the question.

17 MR. HENLEY: If you can, go ahead.

18 THE WITNESS: Well, here's how I feel about
19 this. Like I said, I've been in education since, you
20 know, 1984, and I can remember when the movie, "The
21 Holocaust," came out, you know, and there was an
22 excerpt where people that were homosexuals had been
23 ostracized by the Germans and sent to concentration
24 camps. So, I mean, that's something, as a junior
25 in high school, that I saw that movie and there was a

RONALD C. WILSON
September 10, 2012

Page 30

1 discussion about that and a discussion about how not
2 only did they target Jews, they targeted Catholics and
3 lots of other different groups, so I think that there
4 are things that we talk about and, you know, what's
5 happening in our society is really a reflection or
6 just a microcosm of what's happening in our schools.
7 So there are issues out there that we talk about. We
8 are not necessarily asserting a position, you know, or
9 opinion on it, but what we are saying is that we don't
10 believe that anybody should be bullied because of
11 their preferences or beliefs. It's not that we're
12 looking to promote those necessarily, but we don't
13 think anybody should be bullied or harassed as a
14 result of that.

15 BY MS. MERSINO:

16 Q. Okay. So you said that the 20th of October of 2010
17 was an anti-bullying day?

18 A. Correct. It was a spirit or -- a spirit day which
19 was -- my understanding was to promote, you know,
20 anti-bullying, raise awareness of bullying and the
21 harmful effects of bullying.

22 Q. Were you aware that teachers were wearing purple
23 shirts?

24 A. Not until after the fact, I was not, no.

25 Q. When were you first aware of the anti-bullying day?

RONALD C. WILSON
September 10, 2012

Page 58

1 A. Yes.

2 Q. And has it taken place?

3 A. Yes, it did.

4 Q. And can you describe it for me?

5 A. We had a school attorney come in and he did some
6 research on public or First Amendment rights, and
7 provided I believe two separate training sessions for
8 Mr. McDowell, and we also provided it for all our
9 teachers, too, at a later day.

10 Q. And who put on the training?

11 A. Dave Revore, an attorney from the Thrun Law Firm.

12 Q. Could you spell the last name?

13 MR. HENLEY: I could. R-E-V-O-R-E.

14 BY MS. MERSINO:

15 Q. And when did this occur?

16 A. I believe it was February of 2011, I believe.

17 Q. Is there any written documentation of this?

18 A. Yes. There would have been a handout and it was -- I
19 believe it was done on a professional development day
20 so it would have been memorialized in our professional
21 development for that day.

22 Q. You said that Mr. McDowell had an individualized
23 training?

24 A. Correct.

25 Q. And how many people were present at the training?

RONALD C. WILSON
September 10, 2012

Page 59

1 A. I'm not sure.

2 Q. Can you describe the training with the teachers for
3 me?

4 A. I did attend that and, essentially, it just went
5 through the current case law and -- regarding, you
6 know, First Amendment rights and free speech and --
7 which is presenting, you know, this is the
8 information, this is what we -- you know, in these
9 situations, this is what we recommend.

10 Q. And prior to February 2011, was there any First
11 Amendment training conducted at the school?

12 A. Not that I'm aware of, no.

13 Q. And why was it decided that First Amendment training
14 should take place at the school in February of 2011?

15 A. Well, given the incident that occurred on the 20th and
16 then subsequent questions about, you know, how we
17 should handle those types of situations, it seemed
18 somewhat self-evident that we needed to go ahead and
19 review this with our staff and make sure that we set
20 some clear guidelines to ensure that we don't have a
21 repeat.

22 Q. Are there clear guidelines in place now?

23 A. I think in referencing -- I think the guidelines that
24 are in place are clear, but I believe that
25 in referencing Mr. Revore's presentation, he